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ABSTRACT

The Center for Vocational and Technical Education at the Ohio State University has made many praiseworthy contributions to developing the concept of career education by focusing its major attention on producing research leading toward improving the quality, variety, and opportunity of vocational and technical education and by making vocational education an integral and respected part of American education. The four original models for career education (one for designing and developing curriculum materials, and the experienced-based, the home-based, and the residential models) developed by the National Institute of Education (NIE) also deserve praise. In the future four broad challenges face the center: stressing the mutual dependence of career and vocational education; continuing its efforts in both basic and applied research in career guidance and counseling; emphasizing the importance of career education, teacher education, and evaluation; and broadly disseminating career education materials. NIE faces four additional challenges: emphasizing the teaching-learning process in the career education concept; emphasizing the collaborative relationship between the business-labor-industry-professional-government community and the formal educational system; involving the home and family in career education; and reducing the influence of race and sex stereotyping in occupational choice and opportunity. (Author/JR)

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CAREER EDUCATION: CONTRIBUTIONS AND CHALLENGES

MAY 2 0 1975

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

This is a timely and an historic occassion for American Education. While the conference theme centers on the topic of career education, the implications present here extend far beyond the career education concept. My purpose, then, is two-fold. First, I want to identify some of the broader implications this conference holds for American Education in general. Second, I want to try to make some contributions to the central theme of the conference - i.e., career education.

It is, I think, appropriate that we are meeting at the Center for Vocational and Technical Education at The Ohio State University. It is equally appropriate that we are gathered here under the auspices of the National Institute of Education. Finally, it is eminently appropriate that those present represent a mix of the leading conceptualizers and practitioners of career education from the national, state, and local levels. In a sense, what I have to say here could be viewed as an attempt to justify these three claims for appropriateness.

To do so, I have divided these remarks in three parts. First, I will comment briefly on the Center for Vocational and Technical Education at The Ohio State University. Second, I will comment briefly on the National Institute of Education. Finally, I will speak about the need for both in the evolving concept of career education.

Remarks prepared for presentation at the National Conference on Career Education held to commemorate the 10th Anniversary of the Center for Vocational and Technical Education, The Ohio State Univ., March 19, 1975

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Center for Vocational and Technical Education, The Ohio State University

There are many of us who would like to believe that President Ford purposely chose The Ohio State University as the setting for delivery of his stirring commencement address on Education and Work in August, 1974. If it was not purposeful, then it certainly was a most fortuitous accident. No other university, beginning with the work of such pioneers as Professor Carroll L. Shartle, has contributed more to the study of these relationships. Certainly, no other university's research center has contributed more than has the Center for Vocational and Technical Education.

We are gathered here on the 10th anniversary of the founding of the Center for Vocational and Technical Education. It is entirely consistent with the history of the Center that the major announced topic for this conference centers on a current topic of educational concern rather than on only a celebration of the Center's existence. From the beginning, the Center has focused its energies on facilitating educational progress rather than on self-serving interests that concentrated directly on the Center's survival. For this reason, a few words about the Center itself would seem to be in order.

The Center for Vocational and Technical Education is one of a number of major research labs and centers for education scattered throughout the United States. The research lab and center concept in American Education is aimed at the creation of a few facilities where the best minds can be brought together to concentrate on attacking and solving major problems facing American Education through basic and applied research.

Typically, these labs and centers have been staffed by outstanding professional persons. Typically, the staff has been multidisciplinary in nature. Typically, practitioners from the schools have been utilized as consultants. Typically, each lab and center has concentrated on broadening both the philosophical and the research horizons of one particular part of American Education. Typically, each has been headed by an outstanding and dedicated director. In all these ways, the Center for Vocational and Technical Education at The Ohio State University has served as an exemplary model for other labs and centers throughout the nation. While the significant contributions of its entire staff should and must be emphasized, the professional leadership and commitment of its only director - Dr. Robert Taylor - are deserving of special recognition and commendation.

The crucial importance and significant contributions of the research and lab center concept in American Education can be easily demonstrated by viewing contributions this Center has made to the evolving concept of career education. Relationships between career development and vocational education were emphasized at the first major national symposium sponsored by the Center in 1965. From its beginning, the Center has concentrated major attention on producing research leading toward improving the quality, variety, and opportunities for choosing vocational and technical education. The Center's concerns for making vocational education an integral and respected part of American Education was entirely consistent with the initial call for career education issued by Dr. Sidney P. Marland, Jr. in 1971. Thus, it was neither surprising nor inappropriate that the

Center was selected to conduct the basic research on Model I - the School Base Model - of Career Education.

The philosophical fanfare and the operational frustration inherent in Career Education's Model I were equally great. The fanfare was reflected in the quick initial acceptance of the need to improve relationships between education and work. The fanfare, then, can be easily explained. The frustrations are a more complicated matter. Three such sources of frustration for the Center in directing Model I can now be identified. The first was inherent in attempts to conduct basic research and demonstration activities for a concept that was yet to be clearly defined. The second was that the six sites selected, far from being the "capstone" exemplars that were announced, turned out to be simply examples of school systems who, while worried and concerned about the problem, were far from having devised any comprehensive operational solutions to it. The third was the impatience of school systems across the nation who were eager to adopt career education and resentful that some solid "how-to" answers were not immediately forthcoming from the Center.

Faced with these three sources of frustration, the Center set about to reduce each. The results are evident at this conference. They can be seen in the published conceptual efforts of the Center's professional staff which are obviously both substantial in quantity and substantive in quality. They can be seen in the many valuable career education materials developed in the six Model I sites and validated by the Center. They can certainly be seen in the produce dissemination efforts of the Center which, in one way, are illustrated by this conference. For all of these

things, it seems to me the Center deserves credit from all of us, not criticism from any of us. I hope it seems that way to you.

Education and Work Task Force, National Institute of Education

When the Congress created the National Institute of Education in 1972, responsibility for all four basic career education models were transferred from the USOE to NIE. From its inception, a substantial portion of NIE's basic research efforts have been devoted to career education. Because of this and NIE's close working relationships with the Center, it is mandatory that this part of the picture be briefly described. I am sorry that time will not permit a more adequate discussion.

The career education efforts of NIE have, from its inception, been headed by Dr. Corinne Rieder, to her Deputy, Dr. Lois Ellen Data, and to the entire NIE staff of career education experts.

Under Dr. Rieder's direction, Model I has concentrated attention on the development, validation, and dissemination of career education curriculum materials. In doing so, NIE has brought a needed focus on the teaching-learning process to the career education concept. Model II, originally called the "Employer Based Model," has been renamed by NIE as the "Experience Based Model." Much more than a simply renaming, NIE has refocused this model's activities in ways that demonstrate the collaborative relationships between employers and the schools rather than using the world of paid employment as a substitute for the world of formal education. It was a most significant and productive refocusing effort. NIE has chosen to utilize Model III - the so-called "Home Based Model" - to demonstrate the utility of the career education concept for persons,

particularly women, faced with adult problems of mid-career change. This is but one example of Dr. Rieder's willingness to attack basic conceptual problems facing career education even though the problems are difficult and the probability of finding quick and easy solutions slight. Perhaps one of the greatest contributions NIE has made to the four career education models is found in the significant changes brought about in Model IV - the so-called "Residential Model" of career education. By facing the implications of what was essentially a sociological model, substantial progress has been made on producing valuable research findings applicable to disadvantaged families. In short, it seems obvious to me that each of career education's four original models has been refocused in a positive direction under the NIE leadership provided by Dr. Corrine Rieder.

NIE's Education and Work Task Force activities associated with the four career education models represent only a small portion of the contributions NIE has made to the career education concept. Many others are present. One example consists of the substantial contribution NIE staff members have made to the philosophical constructs of career education. A second consists of the very great attention paid to research aimed at studying the basic nature and possible solutions to problems of race and sex stereotyping as they affect occupational choices and opportunities for persons. A third is seen in the concentrated effort to support basic research in career development and in career guidance - including the utility of computers in these areas. A fourth consists of a definitely focused effort to meet some of the applied research needs of career education practitioners across the land. Personally, I am also very pleased by the truly outstanding

spirit of cooperation that exists and is demonstrated almost daily in terms of working relationships between NIE's Education and Work Task Force and OE's Office of Career Education. If the Congress wants to know whether or not NIE and OE work together, they could find a very affirmative answer by studying these relationships.

Other NIE efforts aimed at producing basic research bearing on such problems as improving academic achievement, alternative delivery systems for education and the evaluation of education, and on problems of lifelong learning also, of course, bear on and contribute greatly to the needed substantive basis for career education. Thus, the present status of career education has been positively influenced by the presence and the efforts of the National Institute of Education. The future of career education - as well as almost all other educational concepts - will be directly related to the future of the National Institute of Education.

Implications for the Evolving Concept of Career Education

As a final portion of this presentation, I would like to present some personal thoughts regarding implications of the existence of both the Center and of NIE's Education and Work Task Force for the evolving concept of career education. In doing so, I hope my suggestions are regarded as challenges, not as charges. By dividing attention between the Center and NIE, I certainly do not mean to imply that the challenges I pose for one can or should be ignored by the other. Rather, my reasons for dividing the challenges are more nearly based simple operational expedience.

It seems to me there are at least four broad challenges for the Center with respect to the still evolving nature of the career education concept.

First, it seems imperative to me that the Center exert national leadership in keeping clear the great importance of the basic relationships of mutual dependency that must exist between career education and vocational education. The Center's career education conceptualization efforts have contributed greatly to making it clear that "career education" and "vocational education" are not synonymous terms. Currently, some vocational educators have reacted by declaring themselves to be no longer interested in career education. If this were to occur on a widespread basis, it would be harmful to vocational education and potentially diastrous for career education. The Center staff are widely known and highly respected by vocational educators everywhere. It is, it seems to me, vital that the Center staff exert its leadership position among vocational educators by making it clear the many ways in which vocational education and career education need each other. Vocational educators must understand that, as career education moves beyond vocational education, it has no intentions of moving away from vocational education. Vocational educators must also understand that, while career education asks them to let loose of exclusive control over career education's operations, it simultaneously asks them not to let go. While, to be sure, some new funding sources for career education are being found, this is no time to abandon the complete use of vocational education funds for career education. The Center's help is currently very much needed on this problem.

Second, it seems imperative that the Center continue its very significant efforts devoted to both basic and applied research in career guidance and counseling. It will be particularly important for the Center to demonstrate and emphasize the key and crucial roles counselors play in the

implementation of the career education concept. Just as the Center has already made it clear that vocational education programs are but one part of the broad career education concept, so, too, should the Center make clear that career guidance services are also but one part of the broad concept of career education. Career education is no more a simple extension of what, in the past, have been known as career development services than it is an extension of vocational education programs. Because of the deep past involvement of the Center in all three areas - career education, vocational education, and career guidance - it seems particularly appropriate that the Center should exert national leadership in this area.

Third, it seems very important to me that the Center's current efforts in the area of career education and teacher education, and in the area of evaluation of career education continue to be emphasized. The developmental work of the center, both in reduction of occupational sex stereotyping and in building simulation devices for career exploration, both seem to hold high potential for being combined with the Center's current projects related to implications career education holds for teacher education. One of our greatest needs is for instruments appropriate for use in evaluating the effectiveness of career education. Evaluation expertise abounds among members of the Center's staff. I would hope that some of it might be utilized in seeking solutions to this problem.

Finally, it is crucially important that the Center continue and expand its efforts to disseminate and help career education practitioners utilize career education materials developed under supervision of Center staff.

Those who continue to ask that our educational institutions "demonstrate" career education methods and materials are not listening to the career education practitioners of this nation. In every state I visited, the practitioners of career education feel that they have already "demonstrated" their enthusiasm for and local community interest in career education. What they now need, they feel, is the basic financial assistance and validated career education materials necessary to mount and implement an effective career education program. They already believe in and are enthusiastic about career education. They have already exerted the best efforts they can mount, with no outside help, to initiate career education activities in their community. Now they are asking for help in making career education a prominent and permanent part of their educational system. While, of course, the Center cannot solve the financial needs of such communities, it could, by expanding its dissemination efforts, contribute greatly to the need for good career education materials.

Let me emphasize that by framing these four challenges for the Center in the evolving concept of career education, I am in no way implying that NIE's Education and Work Task Force should not also be actively involved in each of these four challenges. However, in addition to these, it seems to me there are four additional challenges for NIE in the evolving concept of career education that also seem important to emphasize.

First, it seems crucially important to me that NIE take national leadership in emphasizing the teaching-learning process in the evolving career education concept. Whatever that concept finally becomes, I am more and more convinced that the teaching-learning process will be at least as central as the career development process in shaping the nature

and direction of career education. Major long-term basic research is needed with respect to reduction of worker alienation in the classroom. I am referring both to reducing worker alienation on the part of students and on the part of teachers. Too many persons still seem to believe that all career education is asking teachers to do is to emphasize career implications of subject matter as a motivational device. They have missed the point that we are talking about major change in the entire teaching-learning process. Before such change can be effectively operationalized in our schools, a very great deal of basic research is needed. The NIE is our best current hope for production of such research.

Second, there is an equally great need for NIE's Education and Work Task Force to continue its basic and applied research efforts aimed at studying and demonstrating the collaborative relationships between the business-labor-industry-professional-government community and the formal educational system that is seen in the current Experience Based Model. While enthusiasm for such collaborative relationships is evident across the land, the operational problems of making it work for an entire school system and for an entire community still remain enormous. So, too, do problems associated with related problems of performance evaluation, of the use of non-credentialed personnel in education, and in studying the impact of using the total community as a learning laboratory on increases in pupil achievement and on the effectiveness of making a successful transition between school and the world of paid employment.

Third, it seems to me important that NIE devote major basic research efforts to studying ways in which the home and family can become involved

in the collaborative effort known as career education. There has been much more talk than action, to date, with respect to this vitally important part of career education. Beginning with pre-school activities, it is vital that basic research activities be directed at studying and at enhancing the home as a kind of work place, work values as part of one's system of personal values, and the productive use of one's leisure time in volunteer work activities. This research is going to be difficult and time-consuming as well as expensive to undertake. Again, NIE is our best current hope for positive movement in this very important area.

Finally, I would hope that NIE's Education and Work Task Force would continue their pioneer efforts to reduce the influence of both race and sex stereotyping on freedom of occupational choice and availability of occupational opportunities for all persons in our society. An essential part of this needed basic research effort concerns itself with the still broader problems associated with humanizing the work place for all persons. Such problems are, of course, not popular with many members of today's society. It seems to me that NIE, among all government agencies concerned with education, is in the best position to conduct the basic research that can lead towards validated suggestions for these kinds of needed social change.

Concluding Remarks

In this presentation, I have attempted to summarize both the past and present contributions of the Center for Vocational and Technical Education and of NIE's Career Education Task Force to the evolving concept of career education. My purpose, in that portion, was to recognize and to

express appreciation for the significant contributions each has made. The final portion of this presentation was devoted to identification of what seem to me to represent major current and future needs of career education. In discussing these words, I spoke of some as particularly appropriate for the Center and others as particularly appropriate for NIE. It is vital that I make clear here that, by making this division, I hope no one concludes that I am trying to assign work tasks or priorities for either the Center or for NIE. I know that both have concerns that extend far beyond anything I have said here. Each can and will determine priorities for themselves.

In presenting these challenges for the future, I base them on pleasure, not on displeasure, with the past. On confidence, not lack of confidence, in the present activities of both the Center and of NIE. And on hope, not despair, regarding the bright future that I am sure lies ahead for both - and for the entire career education movement. With the continuing involvement of both the Center and of NIE's Education and Work Task Force, the future of career education looks very bright indeed to me. I hope that it also looks bright to you.